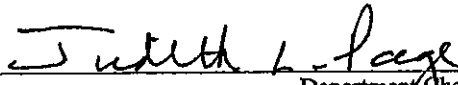


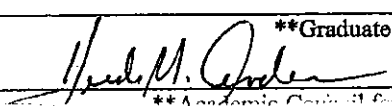


**UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR**

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. X Check here if 400G-500.
12. Is this a minor change? Yes No
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)
13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Anne Olson Phone Extension: 3-1100, ext. 80572

Signatures of Approval:

| | |
|--|--|
|  Department Chair | 7/3/06 Date |
|  Dean of the College | 7-25-06 Date |
|  **Undergraduate Council | Date of Notice to the Faculty 11-7-06 Date |
|  **Graduate Council <small>**Academic Council for the Medical Center</small> | Date 9-20-06 Date |
| **Senate Council | Date of Notice to University Senate |

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Spring Semester 2007
CD-591/691 – Aural Rehabilitation
3 credits

Friday 1:00- 3:30pm
Room: CTW 405

Course Instructor: Anne Olson, M.A.,CCC/A
Department of Communication Disorders
900 South Limestone, Room 124J
Lexington, KY 40536-0002
Contact Numbers: 323-1100 x 89572
Contact e-mail: aolso2@uky.edu
Office Hours: Mon and Wed 11:00-12:00 or by appointment

Course Description: Introduction to management strategies, exclusive of language, for the hearing impaired. Topics include: variables affecting impact of hearing loss; hearing aid characteristics; selection and orientation; assistive listening devices; cochlear implants; acoustic and visual aspects of speech; auditory and visual perception training. This course helps meet the required ASHA standard in the area of professional coursework in audiology, hearing disorders, and habilitative/rehabilitative procedures.

Objectives: By the end of this course students will be able to:

- 1) Identify types, components and function of hearing aids (HA's) and cochlear implants (CI's).
- 2) Explain when assistive listening devices and FM systems would be beneficial.
- 3) Determine causes of malfunction in HA's, CI's and FM systems.
- 4) Describe auditory intervention strategies for hearing impaired infants, children and adults with varying degrees of hearing loss
- 5) Describe visual intervention strategies for use with deaf/ HH individuals.
- 6) Outline different types of language and speech tests that are specifically used to assess these skills in deaf/HH individuals.
- 7) Select appropriate speech/language/auditory goals and construct a treatment plan for deaf/HH individuals.

ASHA Standards and Learning Outcomes

At the end of the semester, by reading the text, attending class, participating in hands on amplification activities, preparing quizzes and exams, students will demonstrate progress toward the following learning outcomes.

Text: Schow and Nerbonne, Introduction to Audiologic Rehabilitation, 5th Edition

Companion Website: http://wps.ablongman.com/ab_schow_audiologic_

Reference Articles (Posted on Blackboard)

Binzer, S. (2002). The future of the past of aural rehabilitation. *Seminars in Hearing*, 23(1), 3-12.

Friehe, MJ., Bloedow, A., Hesse, S., (2003) Counseling families of children with communication disorder. *Communication Disorders Quarterly*, 24(4): 211-220.

Harrison, R. V., Gordon, K. A., & Mount, R. J. (2005). Is there a critical period for cochlear implantation in congenitally deaf children? Analyses of hearing and speech perception performance after implantation. *Dev Psychobiol*, 46(3), 252-261.

Logan, J., Lively, S. & Pisoni, D. (1991). Training Japanese listeners to identify English /r/ and /l/: A first report. *Journal of the Acoustical Society of America*, 89(2) 874- 886..

Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of Deaf Studies and Deaf Education*, 8(1), 11- 31.

Course Requirements:

- Completion of 2 exams that will cover material from the assigned text, additional handouts, and class discussions.
- Completion of 2 quizzes that will cover material related to troubleshooting equipment (Hearing Aids, Cochlear Implants and FM systems).
 - If students are unable to take the exam/quiz at the scheduled time, they must discuss the reason for the excused absence with the instructor in advance before a rescheduling date can be determined.
- Completion of 2 homework assignments (written summaries) related to research articles that will be provided and will require critique/reflection of key studies related to intervention strategies for deaf and hard of hearing.
- Graduate Students: completion of 1 in class assignment that includes written questions and leading of class discussion. Students will complete written objective questions and will lead a discussion of those questions as they relate to the case study.
- Class attendance and participation is expected. Students are responsible for obtaining all class notes and handouts.

Assignments/Point Value

| Source | Points |
|--|--------|
| Homework: Written summary (2 -3 page limit, double spaced, APA style) | |
| 1 critique | 25 |
| 1 reflection | 25 |

| | |
|------------------------------------|-----|
| Quiz 1 (troubleshooting HA's) | 50 |
| Exam I | 100 |
| Quiz 2 (troubleshooting FM's CI's) | 50 |
| *Case study | |
| Objective questions | 25 |
| Discussion facilitation | 25 |
| Exam 2 | 100 |

TOTAL POINTS FOR CD 591 (graduate students): 400

TOTAL POINTS FOR CD 591(undergraduate students): 350

* Case study assignment only for graduate students

Graduate Student Scale

| | |
|---------|---|
| 360-400 | A |
| 320-359 | B |
| 280-319 | C |
| <280 | E |

Undergraduate Student Scale

| | |
|---------|---|
| 315-350 | A |
| 280-314 | B |
| 245-279 | C |
| 210-244 | D |
| <240 | E |

Excused Absences: Acceptable reasons for excused absences are listed in *Student Rights and Responsibilities, Section 5.2.4.2*. Briefly, these include illness, death of someone in the student's immediate family, University sponsored trips, major religious holidays, and other circumstances the instructor finds reasonable.

Cheating and Plagiarism: Descriptions of what constitutes cheating and plagiarism are found in Part II of *Student Rights and Responsibilities* (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning, and leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning

opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas as they relate to interventions with deaf and hard of hearing.

Tentative Course Outline

| Date | Class | Topic | Reading | Due |
|--------|------------------|--|---|---|
| 12-Jan | 1 | Overview AR | Chapter 1 | |
| 19-Jan | 2 | Hearing Aids / FM systems | Chapter 2 and assigned handouts | |
| 26-Jan | 3 | Cochlear Implants | Chapter 3 | Quiz 1 - hands on troubleshooting - HA's |
| 2-Feb | 4 | Cochlear Implants | Chapter 3 and assigned article (Harrison et al 2005) | |
| 9-Feb | 5 | Visual Stimuli in Communication | Chapter 5 | Quiz 2 on troubleshooting CI's |
| 16-Feb | 6 | Auditory Stimuli in Communication | Chapter 4 and assigned handouts | |
| 23-Feb | 7 | Catch up and Exam 1 | | Exam 1 |
| 2-Mar | No Class KSHA | | | |
| 9-Mar | 8 | Assessment: Speech and Language of D/HH | Chapter 6 and assigned handouts | Article critique due |
| 16-Mar | Spring Break | | | |
| 23-Mar | 9 | Psychosocial Aspects/ Counseling | Chapter 7 and assigned article: Friehe et al 2003 article | |
| 30-Mar | 10 | Auditory Training for infants and children | To be assigned | Article reflection |
| 6-Apr | 11 | Aural Rehabilitation in schools | Chapter 8 Chapter 10 and assigned article: Binzer, 2002 | |
| 13-Apr | 12 | Aural Rehabilitation - Adults | | |
| 20-Apr | 13 | Case Study Discussion | Case Study Assignment/ Review objective questions for related section | Written objective questions due related to case study/ Lead discussion of assigned section |
| 27-Apr | 14 | Panel Discussion | none | |
| 1-May | 15 | | none | EXAM 2 |